

IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN INDONESIAN SCHOOLS (A COMPARATIVE STUDY BETWEEN PUBLIC AND PRIVATE SCHOOL)

Muhamad Nanang Suprayogi

Department of Educational Studies, Gent University, Belgium

Keywords: differentiated instruction; implementation; Indonesian schools

Aims: This research aimed to identify the differentiated instruction (DI) implementation in Indonesian schools, moreover, to see the uniqueness and the difference in both public and private schools. Theoretical base DI is a teaching and learning philosophy that puts students at the core of the discussion. DI stresses that one teaching approach will not accommodate every student. Students are more successful in schools when they are taught in ways that are responsive to their readiness, interests and learning profile. Expert teachers will do the best to cope with the diversity in their students. *Tomlinson* (1995) defines DI as an instructional approach that is adapted to individual needs of diverse students in the classroom.

Educational significance of the research. Empirical evidence on educational achievement from PISA 2012 and the Learning Curve 2014 puts Indonesia at the lower end among many another countries. These international performance indicator studies underpin the need for Indonesia to develop a strategy to improve the quality of education. One of the promising strategies is the implementation of DI. As research about DI is scarce in Indonesia, this study may help to gather benchmarking information that can inspire practices and policies to improve the quality of education. Furthermore, this research will depict the uniqueness and difference that appear regarding both public and private schools.

Methodology: This research uses a Vignette questionnaire and the DI Implementation Scale to depict DI adoption and to measure the extent to which teachers currently adopt the particular DI element. The vignette focused on DI on the base of real life cases derived from Indonesian school reality. This research will answer the following research questions:

1. What is the nature of DI adoption in both public and private Indonesian schools considering the five DI dimensions?

2. To what extent is DI implemented in both public and private Indonesian schools? A sample of teachers was involved in this study. In total, 604 teachers from 145 schools (78 public schools and 67 private schools) were selected following a purposive random sampling method.

Findings: Vignette data show that teachers feel able to cope with the diversity of students. By far, the teaching strategy mostly applied by teachers was grouping students; followed by promotion of the learning of students by using teaching aids. To meet particular student needs, teachers give extra time for learning and pay more attention to these students. Teachers apply also fun learning activities to attain a more optimal learning outcome. Problems in implementing DI are linked to a lack of parent support, and the lack of student motivation. There is a difference between public and private schools in two dimensions: dimension 1, coping with student diversity; and dimension 5, pursuing maximum learning outcome.